

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that the training you have received as a soldier in the Continental Army at Valley Forge has restored your morale and encouraged you to fight on against the British and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of the Persuasive Purpose
- Sense of Completeness

5	<p>Full command of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Fully focused on explaining to your loved ones the conditions you have been living in at Valley Forge and persuading them that the training you have received as a soldier in the Continental Army at Valley Forge has restored your morale and encouraged you to fight on against the British • Fully developed controlling idea that the training Continental Army soldiers received at Valley Forge improved morale and urged the men to fight on • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. Bitter cold and food shortages killed nearly 2,500 men. b. Marquis de Lafayette from France and Baron Friedrich von Steuben were at Valley Forge to help train the troops. c. The training by Lafayette and von Steuben helped improve discipline and boost morale among the weary troops. d. The Continental Army went on to fight, and eventually win, the American Revolutionary War. • Supporting ideas are fully elaborated throughout the letter with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs) • Uses rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning) • Response contains an abundance of information that fully addresses readers' concerns, counterarguments, biases, or expectations, such as: <ol style="list-style-type: none"> a. The conditions were too harsh to stay at Valley Forge. b. Some members of the Continental Army felt the British Army was too strong to defeat. c. General George Washington was an incompetent military leader.
4	<p>Consistent control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Consistently focused on explaining to your loved ones the conditions you have been living in at Valley Forge and persuading them that the training you have received as a soldier in the Continental Army at Valley Forge has restored your morale and encouraged you to fight on against the British • Well developed controlling idea that the training Continental Army soldiers received at Valley Forge improved morale and urged the men to fight on • Supporting ideas and elaboration that are relevant include:

	<ul style="list-style-type: none"> a. Bitter cold and food shortages killed nearly 2,500 men. b. Marquis de Lafayette from France and Baron Friedrich von Steuben were at Valley Forge to help train the troops. c. The training by Lafayette and von Steuben helped improve discipline and boost morale among the weary troops. <ul style="list-style-type: none"> • Supporting ideas are consistently well developed with specific examples, details, and evidence • Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning) • Response contains complete information and addresses readers’ concerns, counterarguments, biases, or expectations, such as: <ul style="list-style-type: none"> a. The conditions were too harsh to stay at Valley Forge. b. Some members of the Continental Army felt the British Army was too strong to defeat.
<p style="text-align: center;">3</p>	<p>Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Sufficiently focused on explaining to your loved ones the conditions you have been living in at Valley Forge and persuading them that the training you have received as a soldier in the Continental Army at Valley Forge has restored your morale and encouraged you to fight on against the British • Sufficiently developed controlling idea that the training Continental Army soldiers received at Valley Forge improved morale and urged the men to fight on • Most supporting ideas are relevant to the writer’s argument • Supporting ideas are developed with some specific examples, details, and evidence that include: <ul style="list-style-type: none"> a. Bitter cold and food shortages killed nearly 2,500 men. b. Marquis de Lafayette from France and Baron Friedrich von Steuben were at Valley Forge to help train the troops. • Some parts of the paper may be well developed, but other parts of the paper are only partially developed • Response is generally appropriate to the persuasive purpose and may include some rhetorical devices • Response contains sufficient information to provide a sense of completeness and address some reader concerns, such as: <ul style="list-style-type: none"> a. The conditions were too harsh to stay at Valley Forge.
<p style="text-align: center;">2</p>	<p>Minimal control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Minimally focused on explaining to your loved ones the conditions you have been living in at Valley Forge and persuading them that the training you have received as a soldier in the Continental Army at Valley Forge has restored your morale and encouraged you to fight on against the British • Minimally developed controlling idea that the training Continental Army soldiers received at Valley Forge improved morale and urged the men to fight on • Some points and details may be irrelevant or inappropriate to the writer’s

	<p>argument</p> <ul style="list-style-type: none"> • Supporting ideas are vague, general, and/or undeveloped • Some ideas may be partially developed, while others are simply listed without development • Response demonstrates minimal awareness of the persuasive purpose • Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns
1	<p>Little or no control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Little or no focus on the assigned topic and/or persuasive purpose • Writer’s position may be apparent, but a controlling idea is not established • Ideas do not advance the writer’s position • Ideas are unclear, irrelevant, and/or repeated • Response does not demonstrate awareness of the persuasive purpose • Lacks a sense of completeness and fails to address reader concerns • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas

To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).